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ABSTRACT

The purpose of a 3-year project was to improve the preservice preparation of special education and vocational teachers by providing content for faculty members to infuse into their core teacher preparation courses. It assisted vocational and special teacher educators in including in their preservice curricula the content that would prepare aspiring vocational teachers to provide effective services to students with disabilities and special educators to emphasize employability skills, vocational training, and transition services in their secondary special education programs. These objectives were accomplished through onsite training of 80 vocational and special teacher educators in 6 regional workshops across the United States and the development of a training manual titled "Serving Students with Disabilities: A Vocational and Special Education Curricula for Infusion." The manual contained instructor notes, handouts, and transparencies for 23 objectives that could be infused into inservice or preservice teacher training programs. Recommendations were made to assist the U.S. Office of Special Education Programs in determining priorities for future initiatives. (Appendixes have the following contents: 33 references; sample workshop agenda, revised course syllabi, and recruitment materials for workshop participants; workshop and product evaluations; and follow-up survey.) (YLB)

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The Center fulfills its mission—both nationally and internationally—by conducting applied research, evaluation, and policy analyses and providing leadership development, technical assistance, and information services pertaining to:

- the impact that changing technology in the workplace has on the delivery of education and training
- the quality and outcomes of education and training for employment
- the quality and nature of partnerships with and between education, business, industry, and labor
- opportunities for disadvantaged and special populations to succeed in education, training, and work environments
- short- and long-range planning for education and training agencies
- approaches to enhancing economic development and job creation

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SERVING PERSONS WITH DISABILITIES IN VOCATIONAL EDUCATION: TRAINING THE TEACHER TRAINERS

FINAL REPORT

Submitted to the U.S. Department of Education
Office of Special Education and Rehabilitative Services

in Response to
CFDA No. 84.029
"Special Projects"

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February 1994

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I. EXECUTIVE SUMMARY

Vocational education programs are proven to be instrumental in improving both dropout rates and school-to-work transition outcomes for persons with disabilities. In fact, according to the Fourteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (U.S. Department of Education, 1992), 52 percent of services anticipated to be needed by youth with disabilities who are exiting the educational system are vocational in nature, with vocational training being the highest anticipated services.

There is growing evidence that vocational educators are not equipped to serve students with disabilities; and they do not, for the most part, collaborate with special education staff. Recent studies confirm that content about how to serve students with disabilities is not included in the pre-service preparation of most vocational educators.

The purpose of this 3-year project was to improve the preservice preparation of special education and vocational teachers by providing content for faculty members to infuse into their core teacher preparation courses. Specifically, this project assisted vocational teacher educators to infuse into their preservice curricula the content necessary for aspiring vocational teachers to provide effective vocational services to students with disabilities. This project also assisted special teacher educators to infuse into their curricula the content necessary for special educators to emphasize employability skills, vocational training, and transition services into their secondary special education programs.

These two objectives were accomplished through on-site training of 80 vocational and special teacher educators in six regional workshops across the United States and the development of a training manual. The 293 page training manual is entitled" Serving Students with Disabilities: A Vocational and Special Education Curricula for Infusion." This manual contains

instructor notes, handouts and transparencies for 23 objectives that can be infused into inservice or preservice teacher training programs.

In summary, this project provided materials and training to over 80 teacher educators which directly improved the preservice program of a minimum of over 5000 students aspiring to be either special or vocational teachers. The following recommendations are provided to assist the federal Office of Special Education Programs determine priorities for future initiatives.

1. Given that over 5000 aspiring teachers received information about the education of students with disabilities, it is recommended that this project be replicated to continue to provide teacher educators with "easy to infuse content" to update their courses. The infusion and team building activities however, may need to be expanded to not only include special and vocational teacher educators, but also regular education personnel as well.

2. Given the emphasis on inclusion, similar types of collaborative efforts are recommended involving special and elementary teacher education programs, and special and secondary teacher education programs.

3. The concept of cross-training at the university level needs more emphasis within the Personnel Preparation competitions. No longer can a teacher only be expected to teach one type of student. Teachers must have the skills to educate the diverse student populations coming to school in the United States.

4. Staff development provided to cross-disciplinary teams of teacher educators, social workers and counselors needs to provide a process model for collaboration across disciplines that survives beyond the 2 day workshop. More follow-up technical assistance to each site needs to be built into the grant to assure that the cross-training efforts continue beyond the workshop.

5. Training should be provided to programs that appear to be well established. Unfortunately in this project, two programs phased out their vocational education programs and offerings during the grant period.

6. The workshop itself must maintain a balance between content and process. For example, as cross-disciplinary teams participate, the personnel within the team can determine a work plan to continue to update and cross-reference their curricula.

7. The $150 stipends to teacher educators served as an incentive to defray the cost of participant expenses. Many teacher educators would not have attended this staff development opportunity if the stipend had not been available. Stipends need to be built into the project's budget.

II. INTRODUCTION

Despite years of organized effort at all levels of government, the problems of persons with disabilities continue to challenge our society. The high rates of school dropout, unemployment, and underemployment, as well as the lack of functional vocational skills among persons with disabilities are clear indications that society still struggles with providing effective services that meet this population's needs.

According to data from the U.S. Department of Education (1990), 4.6 million young people meeting the definition of "disabled" were being served in our public schools as of school year 1988-89, compared with 3.7 million in school year 1976-77. Enrollment numbers of this population are clearly on the rise.

In terms of service through vocational education, data reported b y Hoachlander, Kaufman, Levesque & Houser (1992) indicated that 54.2 percent of graduates with disabilities took one or more courses in vocational education during the 1987 school year. This is a marked increase when compared to the 40 percent of students with disabilities in grades 9-12 who took part in vocational education during school year 1982-83 or the 20 percent of students with disabilities during 1976-77 (Conaway, 1987). However, pride in improvement must be balanced with recognition of the work still to be done.

According to the *Fourteenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act* (U.S. Department of Education, 1992), 27-40 percent of all students with disabilities drop out of high school each year. Students with learning disabilities alone drop out at a rate of 27-37 percent, and students with emotional disturbances drop out at a rate of 43-60 percent. The consequences of dropping out of school for youth with disabilities are similar to those for nondisabled youth but are more pronounced. Some of these

consequences are lower employment potential, fewer opportunities for further education, and lower earnings when employed.

Of the students with disabilities who leave our nation's secondary schools each year, the majority are unemployed, waiting their turn for help from adult service agencies that have too many clients, or are in terminal placements in sheltered workshops.

The inadequacy of our high school programs in serving these youth has been well documented. For example:

- Over 30 percent of students enrolled in secondary special education programs drop out of high school (Wagner, 1991).
- Fewer than half of youth with disabilities who have exited high school were competitively employed 1-2 years after high school (Wagner, 1991; Gill, 1984; Wehman, Kregal, & Seyfarth, 1985).
- Lack of appropriate career, vocational, and counseling programs; limited work experiences; and a lack of cooperative programming and support systems represent well documented obstacles to achieving successful transitions from school to adult life (Berkell & Brown, 1988).
- For students classified as mentally retarded, only 31 percent were competitively employed 1-2 years after high school (Wagner, 1989).
- For students classified as emotionally disturbed, over 43 percent had been arrested within 2 years of exiting high school (Wagner, 1991).
- The unemployment rate of adults (i.e., those over 21) with disabilities is between 63 and 72 percent (President's Committee on Employment of People with Disabilities, 1990).
- Even among graduates of special education programs, unemployment rates are still 62 percent for those with severe disabilities and 68 percent for those with learning or behavioral disabilities.
- When employed, these individuals tend to hold low-status and low-paying jobs (Edgar & Levine, 1987).

Needless to say, the cost for supporting these individuals is high. According to Rusch, DeStefano, Chadsey-Rusch, Phelps, and Szymanski (1992), financial supports for individuals with disabilities who are underemployed, employed in sheltered workshops or unemployed have

exceeded $12,000 per person annually. Furthermore, such dependence-oriented expenditures tend to grow each year at a rate exceeding the annual rate of inflation.

As Edgar (1987) summed up the problem, based on statistics from his study and examination of others, "Society appears to be responding to a problem (persons with disabilities) with innovative programs (special education), yet in reality nothing productive is being accomplished (the individuals in question are not better off because of the programs)" (p. 556).

Why Vocational Education Is Good for Students with Disabilities

Vocational educators have made a significant contribution to the quality of living for youth with disabilities that is both far reaching and long lasting. In fact, specific vocational skills increasingly are seen as contributing significantly to these youths' ability to compete for employment (Okolo & Sitlington, 1988). Vocational education programs are proving to be instrumental in effecting both dropout prevention and school-to-work transition. Various studies and programs have shown this to be true. Examples of these programs are presented in Objective 4.

Work by Blackorby, Kortering, and Edgar (1987, as cited in U.S. Department of Education, 1988) and Weber (1986; 1988) verifies that the dropout problem can be improved through targeted educational programs that include vocational education. Vocational training experiences are an essential part of all efforts to train dropouts who enter Job Corps and other Job Training Partnership Act (JTPA) programs. A significant positive correlation is known to exist between high school graduation and the number of vocational credits earned. *The Tenth Annual Report to Congress* (1988) stated:

> Many special educators are recommending radical changes in secondary programs for mildly handicapped students away from academics and toward functional, vocational, independent living programs to reduce the large number of mildly handicapped students that drop out of school to enter a work environment of low wages. (p. 59)

Furthermore, research shows that youth who receive adequate training and experience have better success in the labor market. In fact, Wagner (1991) found that participation in an occupationally oriented vocational program was the single most significant factor in employment for youth with disabilities. Hasazi, Gordon, and Roe (1985, as cited in Harnish et al., 1986) and Sitlington (1987) also found that improved employment outcomes of youth with disabilities were related to secondary vocational training experiences (especially paid experiences). When vocational training is provided during secondary school, the problem of persons with disabilities needing training after school is minimized.

Why Students with Disabilities Need Better Vocational Services

Although the positive effects of vocational education are documented, there is still a severe shortage of vocational services available to youth with disabilities.

The Education for All Handicapped Children Act (PL 94-142) requires that the delivery of appropriate public education to children with disabilities be guided by a written Individualized Education Plan (IEP) prepared annually. Will (1984) clearly states that employment must be the goal of our educational programs for students with disabilities. Despite these facts, a random analysis of secondary special education students' IEPs showed that *fewer than half* contained even one vocationally oriented annual goal (Cobb & Phelps, 1983). Similarly, a needs assessment of five public schools, three private special education facilities and two vocational rehabilitation agencies in the Kansas City area showed that IEP's rarely included vocationally oriented goals, objectives, and instruction (Dick, 1987).

A study by Spencer-Dobson and Schultz (1987) showed that IEP teams ranged in size from 3 to 15 members, with the average size being 7. Yet, the majority of school districts surveyed do not include vocational educators as team members. In another study (Parks, McKinney, and

Mahlman, 1987), a vocational evaluator stated, "Often the persons preparing the IEP have little or no knowledge of the vocational courses and therefore, the program is too academically based." Over one-third (36 percent) of the state special population coordinators responding to the mail survey portion of this study indicated that IEPs are not serving their intended purpose. As one respondent stated, "No vocational education is being written on the IEPs and if so, it is so generic it does no good–vocational teachers need to be more involved" (p. 37).

The 1983 and 1986 Amendments to the Education for the Handicapped Act (EHA) required the Office of Special Education Programs (OSEP) to report data on anticipated service needs for children with disabilities and youth exiting the education system. As of October 1991, these service needs were identified as shown in table 1. Table 1 verifies that *52.4 percent* of youth with disabilities require some form of vocational education services, with vocational training being the highest anticipated need.

Federal legislation from recent years, beginning with the Vocational Rehabilitation Act of 1973, the Education of All Handicapped Children Act of 1976, the Job Training Partnership Act of 1982, the Carl D. Perkins Vocational Education Act of 1984, and the Individuals with Disabilities Education Act of 1990 (IDEA) reflect the growing concern with the extensive personal, social, and economic costs of dependency often associated with disability. The IDEA legislation now mandates that a statement of transition services be incorporated into the IEP to promote movement to postschool activities such as employment, postsecondary education, and independent living. The existence of such legislation indicates a national commitment to the education of youth with disabilities for an independent future in the workplace (Sarkees & Scott, 1985).

Table 1

Types of Services Anticipated to be Needed in 1989-90 by Students 14 Years of Age and Older Exiting the Educational System During School Year 1988-89

Service Type	Number	Percent	
Counseling/Guidance	72,988	18.9	
Transportation	22,312	4.0	
Technological Aids	3,989	1.0	
Interpreter Services	1,837	0.4	
Reader Services	2,100	0.5	
Physical/Mental Restoration	7,314	1.8	
Family Services	13,971	3.6	
Independent Living	13,592	3.5	
Maintenance	14,436	3.7	
Residential Living	6,713	1.7	
Vocational Training	**59,127**	**15.3**	
Postemployment Services	**17,181**	**4.5**	
Transitional Employment Services	**32,548**	**8.4**	**52.4%**
Vocational Placement	**44,785**	**11.6**	
Evaluation of Vocational Rehabilitation Services	**48,729**	**12.6**	
Other Services	31,021	8.0	
Total	385,885	100.0	

Note: Data as of October 1, 1991.

Source: Produced by ED/SEP Data Analysis System (DANS).

Explicit in the legislation is a recognition that youth with disabilities deserve a free and appropriate education and the right to meaningful employment appropriate to their capabilities. These commitments are legislative realities. They also constitute an appropriate and just public policy agenda. Clearly, however, society is still struggling with the issue of how to apply these laws in a fair and workable manner.

Why Vocational Educators Are Unprepared to Serve Students with Disabilities

Local schools have responded to the needs of students with disabilities by mainstreaming an increasing number of special needs students into vocational education (Weber, 1988). But successful inclusion requires strong commitment, cooperation, and expertise among teachers, counselors, administrators, and all others involved. There is growing evidence suggesting that vocational educators may not be equipped to meet the challenges of serving students with disabilities. For example, the well-known Holmes Group report (1986) states:

> Current literature demonstrates that well meaning and well educated persons will make a number of predictable pedagogical mistakes that will disproportionately harm at-risk pupils who traditionally do not do well in school. (p 58)

The report further recommends that "all career teachers should be qualified to effectively teach students with special needs in regular classrooms" (p. 95). Vocational teachers' participation in IEPs, for example, is critical. Vocational teachers are needed to help prepare statements of annual and short-term goals. In addition, vocational teachers need to learn from special educators how to adapt their instructional techniques and materials to accommodate students with disabilities.

In the largest, most comprehensive study of vocational and nonvocational classrooms and programs in a decade, Weber et al. (1988) found that vocational teachers spend little-if any–time collaborating with special education staff, reviewing IEPs, or even modifying their methods and

curriculum for students with special needs. Weber points out that these findings are particularly alarming given the clear focus of the Carl Perkins legislation on serving vocational students with special needs.

According to the U.S. Department of Education, "Vocational educators are not being afforded the *opportunity* to acquire the skills and abilities necessary to work effectively with the disabled in vocational education" (Sarkees & Scott, 1985, p. 3). In his national study of first-year vocational teachers, Pratzner (1987) found that vocational teachers are indeed not adequately prepared to meet the needs of special students. Weber et al. (1988) found the following:

- Vocational teachers reported completing less than one college course dealing with special population groups.
- Vocational teachers reported completing very little–if any–inservice training related to working with special population groups.

In summary, despite the definite emphasis in both the literature and the legislation on providing an increasing number of persons with disabilities with vocational training and other vocational services, the *preparation of the average vocational educator to serve these students is woefully inadequate*.

III. PROJECT GOALS AND OBJECTIVES

The goal of this project was to prepare vocational and special teacher educators to adapt their preservice curricula (i.e., basic certification courses). Specifically, (1) vocational teacher educators learned to infuse into their curricula the content necessary for vocational teachers to provide quality vocational services to students with disabilities, (2) special teacher educators learned to infuse into their curricula the content necessary for special educators to emphasize education for employment with their students with disabilities and involve vocational educators in the IEP process to accomplish this, and (3) permanent changes could be institutionalized into all these university curricula. This goal was carried out through the achievement of four objectives.

Objective 1. To develop guidelines for adapting vocational and special education courses by infusing appropriate information about vocational students with disabilities

Objective 2. To train at least 100 vocational and special teacher educators nationwide to adapt their curricula using these guidelines

Objective 3. To develop a manual based on the guidelines

Objective 4. To disseminate the manual to vocational teacher education programs across the country

The project followed a four-phase plan: (1) development, (2) training, (3) product development, and (4) dissemination.

Objective One: Develop Guidelines for Adapting Vocational Teacher Education Courses by Infusing Appropriate Information About Students with Disabilities

This objective was achieved through three major activities: Identify content and courses, field-test infusions, and draft guidelines.

Identify Content and Courses

An extensive review of the special education and vocational special needs literature was conducted to identify the content to be infused into the vocational teacher education curriculum. Content was related to the following broad topics:

- Terminology related to special education and vocational special needs education
- Legislative history of special education and vocational special needs education
- The role of vocational education in dropout prevention and in school-to-work transition for students with disabilities
- National, state, and local resources for serving vocational students with disabilities
- Evaluating and modifying instructional materials for vocational students with disabilities
- Adapting instructional techniques for vocational students with various kinds of disabilities
- Collaborating with other school personnel to better serve vocational students with disabilities
- Adapting course planning for vocational students with disabilities
- Assessing vocational students with disabilities
- Coordinating services for vocational students with disabilities

After these broad topics were better defined and broken down into subtopics, project staff reviewed the content and made tentative assignments to specific vocational and special teacher education courses.

At this point, the project director convened a meeting of six technical advisory panel members who helped define the content and matched it with courses. Most technical advisors are university faculty: two have expertise in vocational special education and four are vocational teacher educators who represent trade and industrial education, business and marketing education, home economics education, and health occupations education. Their names and affiliations are listed below:

Rosmere Baum (Home Economics Education)
Florida International University
Miami, Florida

Douglas H. Gill (Vocational Special Education)
Washington Department of Education
Olympia, Washington

Paul Hoeksema (Health Occupations Education)
Ferris State University
Big Rapids, Michigan

Gerald L. Jennings (business and Industrial Occupations)
Eastern Michigan University
Ypsilanti, Michigan

Frank C. Pratzner (Vocational Education/Industrial Technology)
The Ohio State University
Columbus, Ohio

Annel Simco (Business and Office Occupations)
Rutgers University
New Brunswick, New Jersey

Lloyd Tindall (Vocational Special Education)
The Center on Education and Training for Work
University of Wisconsin-Madison

The technical panel examined basic certification courses and other important courses in each of these occupational areas, along with the vocational special education content, to identify opportunities for course adaptations. Teacher education courses in both vocational as well as special education programs that are being infused include the following:

- Methods courses
- Education foundations or trends and issues courses
- Course planning courses
- Vocational special needs courses
- Special education courses

For example, content about the terminology related to special and vocational special needs education as well as the legislative history of special education and vocational special needs education are infused into a foundations course. Content related to evaluating and modifying

materials and adapting instructional techniques for students with disabilities are infused into typical methods courses. It is important to note that although methods courses across the various occupational areas will have principles and activities in common, the different nature of each occupational area will also result in some different types of course adaptations and infusions.

Field-test Infusions

After the topics were matched with the courses, project staff carefully reviewed appropriate vocational teacher education course outlines from The Ohio State University and modified them with the assistance of each course professor. Then materials were developed and appropriate project staff actually taught the adapted course segments while the course professor observed. The professors and students provided project staff with feedback concerning the usefulness of the material and methods used. Professors also provided input about how well they believe they could teach the adapted segments, the likelihood that they would do it, and what resources and technical assistance they would need in order to infuse those segments permanently into their courses and teach them, themselves.

Draft Written Guidelines

After the infusions were field-tested and feedback was collected from both students and professors, project staff developed the first draft of the written guidelines. The program associate for training (whose major expertise is in vocational special education) took primary responsibility for drafting the portion covering the **content** to be infused. The project director, who recently directed a similar infusion project, took primary responsibility for drafting the portion explaining the **infusion process**.

Objective Two: Train at Least 100 Teacher Educators Nationwide to Adapt their Curricula by Using the Guidelines

The second objective was attained through the achievement of three major activities: plan the training, conduct the workshops, and conduct follow-up.

Plan the Training

Project staff developed the workshop agenda and materials for teaching course infusion and adaptation to special and vocational teacher educators, nationwide. The 1 1/2 day workshop focused on the following five components:

1. The vocational special education content
2. The guidelines for adapting basic vocational certification and special teacher education courses by infusing the vocational special education content
3. An opportunity for participants to adapt their own course syllabi and plan for materials they will develop and resources they will need
4. A brainstorming session whereby the group will provide ideas on how to adapt such other courses as administration and supervision, shop safety, and student teaching
5. A team-building session that will focus on building a solid working relationship among vocational and special education faculty so that they will stay current on the trends of each others areas

The agendas for all of our Year III workshops are contained in Appendix A. The agenda was customized for each site if necessary. Clearly, the workshop delivered the vocational special education content and the suggested guidelines for infusing and adapting the basic certification courses. The workshop also scheduled time for the participants to begin infusing the workshop topics into their existing courses. However, most participants completed this activity independently and mailed revised course syllabi to project staff. Samples of some of the revised course syllabi are contained in Appendix B.

Several of the workshops provided the impetus for university faculty to restructure and update the majority of courses across the department.

For example, Len Albright, Department Chair at The University of California at Long Beach utilized the workshop to restructure courses across both the technical education department and the department of special education. At this site it was clear that there was a good working relationship among faculty from both special education and technology and vocational education. Exemplary working relationships among faculty across departments were also evident at Colorado State University. Yet the workshop itself was unable to build a solid working relationship among vocational and special education faculty if there was not an already existing rapport developed among these fields. It is interesting to note that vocational and technical education departments who were chaired by special needs personnel (i.e. Len Albright and Nancy Hartley, Colorado State University) were able to build a much improved working relationship with their colleagues in special education.

Conduct the Workshops

Exhibit 1 indicates the workshop locations, dates, and the number of participants at each location. These sites were selected due to geographic diversity and the interest in and commitment to the philosophies and goals of this project.

University	Dates	Number of Participants
Eastern Michigan	February 21-22, 1991	9
Rutgers University	June 20-21, 1991	9
Kent State University	August 22-23, 1991	15
University of Hawaii at Manoa	March 16-17, 1992	9
California State University at Long Beach	March 19-20, 1992	14
University of Colorado at Fort Collins	April 6-7, 1992	24
		TOTAL PARTICIPANTS–80

Exhibit 1. Workshop locations, dates, and number of participants

In order to attract vocational and special teacher educators to the workshop participants were paid a $150.00 stipend to defray the cost of traveling to and participating in the workshop. The recruitment materials consisted of a customized flyer and registration form, the workshop objectives, and a sample agenda (see appendix C). Site coordinators were selected at each site to assist with the recruitment of participants and to coordinate other local site logistics such as securing facilities and equipment and providing maps to registered participants.

Workshop Participants. Of the 80 workshop participants, 55 percent were male and 45 percent were female. Table 2 indicates the area of specialization of each of the participants. From examining Table 2 it is clear that it was difficult to maintain a balance of participants across disciplines. Both workshops at Eastern Michigan and Rutgers Universities attracted vocational teacher educators, while University of Hawaii at Manoa attracted primarily special educators. A good interdisciplinary balance across special and vocational education occurred

at the Long Beach and Colorado workshops. Again, this can be attributed to having vocational chairpersons who are very active within the special needs arena.

TABLE 2
AREA OF SPECIALIZATION OF WORKSHOP PARTICIPANTS

Workshop Locations	Special Needs Vocational Education	Special Education	Vocational Education	Total
Eastern Michigan	2	0	7	9
Rutgers University	0	0	9	9
Kent State University	2	1	12	15
University of Hawaii at Manoa	2	7	0	9
California State University at Long Beach	2	4	8	14
Colorado State University at Fort Collins	6	8	10	24
Total	14	20	40	80

The 2-day workshop was facilitated by Margo Vreeburg Izzo and Dr. Gwendolyn Cartledge the associate professor on our project staff, and one local facilitator. Workshops contained a variety of interesting instructional techniques, including lecturettes, individual and small group activities, team-building exercises, use of audiovisual aids, and extensive use of activity sheets, handouts, and other resources. The workshops were evaluated through an evaluation instrument.

Appendix D contains the workshop evaluation summaries for three workshops conducted during Year III. Overall, the workshops received very high ratings, with over 90 percent of the participants rating the evaluation questions at a four or five (5 being strongly agree, 1 being strongly disagree).

Conduct Follow-up

After each workshop, participants were contacted periodically via telephone and mail survey (see Appendix E) to give them an opportunity to address any problems and concerns with the project staff. In addition, the project staff sought specific input regarding which objectives were the focus of most of their infusion efforts and how the final product could promote adoption of the content presented.

Objective Three: Develop a Manual Based on Guidelines

The third objective was attained through the achievement of five major activities to develop the product: (1) identify the content, (2) describe the infusion process, (3) match the content to be infused with the appropriate course(s), (4) infuse the content into the course using either a single or multiple infusion strategy, and (5) refine the content objectives and produce final product.

Develop Final Product

The final product was intended to assist vocational teacher educators and special teacher educators in adapting their basic certification courses by infusing content about special education and vocational education, respectively.

The first step in the product development process was to identify the content or objectives considered most important for teacher trainees to know about. The 23 objectives below were selected by a panel of national experts in vocational special education and vocational teacher education.

Develop Content Objectives for Product Infusion

The following 23 objectives were the basis for the final product entitled "Serving Students with Disabilities: A Vocational and Special Education Curricula for Infusion."

1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.

2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.

3. Explain characteristics of the major disability categories (by federal definition).

4. Describe model programs for vocational students with disabilities throughout the United States.

5. Identify national resources that provide free or low-cost information or literature related to the vocational preparation of students with disabilities.

6. Identify sources that publish or distribute materials for the vocational preparation of students with disabilities.

7. Explain appropriate ways of recruiting vocational students with disabilities.

8. Identify the basic types of assessments needed for vocational students with disabilities.

9. Identify appropriate types of materials for assessing the vocational preparation of students with disabilities.

10. Identify informal ways to assess the vocational achievement of students with disabilities.

11. Identify appropriate objectives for the vocational preparation of students with disabilities.

12. Develop/adapt appropriate assessment procedures for the vocational preparation of students with disabilities.

13. Develop/modify instructional materials for the vocational preparation of students with disabilities.

14. Develop/modify instructional strategies appropriate for the vocational preparation of students with disabilities.

15. Monitor/evaluate the vocational preparation of students with disabilities.

16. Identify appropriate accommodations for the vocational preparation of students from specific disability categories.

17. Identify local resources/agencies that can help you serve vocational students with disabilities more effectively.

18. Describe things you can do to assure successful collaboration with special educators, vocational educators, and adult service personnel.

19. Use cooperative planning techniques to identify the related basic skills necessary for successful mastery of vocational courses.

20. Explain the transition planning process for the vocational preparation of students with disabilities.

21. Explain employer incentives for hiring persons with disabilities.

22. Explain how to gain reasonable accommodations at the job site for the job placement of students with disabilities.

23. Explain appropriate follow-up procedures to gain feedback on your training and job placement efforts.

Identify Courses to Infuse Content Objectives

The second step in the product development process was to describe how faculty can infuse the above content objectives into the teacher education courses. This description was provided in the introductory sections of the product, prior to the content objectives themselves. Four kinds of teacher education courses were identified for the content objectives.

- *Foundations*: Courses covering such material as historical background, relevant legislation, basic terms of the field, theories and philosophies about teaching the subject, basic problems and needs of learners, research and resources, how programs are administered (for example at the federal, state, and local levels), an overview of service areas and vocational guidance, and current trends, issues, and principles.

- *Methods*: Courses covering methods and techniques of effective teaching, such as creating a positive learning environment, developing observation and assessment skills, using techniques for evaluating and monitoring student progress, using the group-learning process, introducing and summarizing a lesson, and presenting information using demonstrations, exhibits, overheads, filmstrips, chalkboard, flip charts, and other media.

- *Course construction/curriculum planning*: Courses covering such topics as how to develop a unit of instruction, a course, and a lesson plan, how to write behavioral objectives, how to conduct an occupational analysis, and how to select and prepare instructional materials.

- *Special needs*: Courses relating specifically to how to serve various special populations in the vocational education classroom, such as youth with disabilities, minority, disadvantaged, gifted and talented, and LEP students. They would cover such areas as how to classify and place special students, how to develop an IEP, what instructional materials are available, historical background and legislation pertaining to programming for students with special needs, how to evaluate special students, and how to adapt or modify curriculum, facilities, or equipment.

In addition, one special education course was identified:

- *Methods in teaching students with mild disabilities*: This course is designed to provide students with instruction and experiences in the application of various teaching techniques and materials for the developmental education of secondary school students identified as having developmental handicaps, learning disabilities, and/or behavior disorders.

The third and fourth steps in the product development process was to match the objectives with the courses and to infuse by either single infusion (e.g., a special session devoted to vocational students with disabilities), multiple infusions (including relevant content about students with disabilities in several or all class sessions), or a combination of single and multiple infusions (having a special session and infusing a little in other sessions). Deciding among single, multiple, or combination infusions, as well as the content to be infused, was up to the teacher educator. An example of objectives suitable for infusion into foundations courses is presented below.

Examples of the Infusion Process

The following objectives were recommended for infusion into foundations courses:

1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.

2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.

3. Explain characteristics of the major disability categories (by federal definition).

4. Describe model programs for vocational students with disabilities throughout the United States.

5. Identify national resources that provide free or low-cost information or literature related to the vocational preparation of students with disabilities.

6. Identify sources that publish or distribute materials for the vocational preparation of students with disabilities.

In addition to the objectives recommended for infusion into foundations courses, the following topics may be included in methods and/or curriculum planning courses:

- Identify ways to modify instructional strategies for vocational preparation of students with disabilities.
- Modify vocational materials for students with disabilities.
- Use appropriate instructional activities for the vocational preparation of students with disabilities.

Examples of single and multiple infusions in foundations and methods courses appear on the following two pages.

Content Objectives

The fifth step in the product development process was to refine the content objectives. Based on feedback from the workshops and two external content experts, the 23 content objectives were revised as recommended. The review comments of the external experts, Drs. Debra Neubert and Michelle Sarkees-Wircenski, are contained in Appendix F.

The product is arranged by objective into 23 sections that are color-coded. Each objective section includes the objective statement, the approximate instructional time required, suggested teaching strategies, instructor notes (green pages), handouts, (yellow pages), and, when appropriate, the transparencies (white pages). Across the 23 content objectives, 50 handouts and 83 transparencies are presented in the final product. The final product has a total of 293 pages.

Foundations of Vocational Education: Single Infusion

I. Definitions and Terms
   A. Voc Ed, Career Ed, Gen Ed, College Prep, Cooperative Ed, Work Study
   B. Abbreviations, Acronyms, etc.

II. Historical Development of Vocational Education
   A. Origin through 1860
   B. Federal Legislative History (Morrill through Perkins Acts)
   C. Current Status of Voc Ed

III. Vocational Service Areas
   A. T&I, Ag, B&O, Health, Home Economics, MDE, Technology Ed, etc.
   B. Occupational Clusters

IV. Where Vocational Education Exists
   A. Public Schools (Comprehensive high school, JVS, postsecondary technical center, community college)
   B. Proprietary Schools
   C. Business and Industry
   D. Other (Community-Based Organizations, correctional institutions, etc.)

V. The Administration of Vocational Education
   A. Federal
   B. State
   C. School Districts and JVSs
   D. Local Schools

Infuse Objectives 1-8 here

VI. Vocational Education for Special Population Groups
   A. Persons with Disabilities
   B. Disadvantaged Persons
   C. Limited English-Proficient Persons
   D. Other

VII. Vocational Education Organizations
   A. Professional Associations
   B. Student Organizations
   C. Advisory Councils

VIII. Current Local Issues

Methods of Teaching Vocational Education: Multiple Infusions

I. Developing a Lesson Plan
- A. Student Needs
- B. Components of Lesson Plan
- C. Developing Learning Objectives

Infuse #'s 1,3

II. Selecting Appropriate Teaching Techniques/Learning Activities
- A. Lecture
- B. Demonstration
- C. Questioning
- D. Laboratory
- E. Discussion
- F. Structured Observation
- G. Case Study
- H. Brainstorming
- I. Panel
- J. Debate
- K. Field Trip
- L. Role Playing
- M. Individualized Instruction

Infuse #'s 4,18,22

III. Using Instructional Materials
- A. Textbooks
- B. Instruction Sheets
  1. Information Sheets
  2. Assignment Sheets
  3. Operation Sheets
  4. Job Sheets
- C. Others

Infuse #'s 6-8,20

IV. Using Instructional media
- A. Overhead Projector
- B. Films, Filmstrips, Slides
- C. Audiocassettes
- D. CAI
- E. VCR
- F. Interactive Video
- G. Others

Infuse #20 (media part)

V. Safety Instruction
- A. Legal Concerns
- B. Safety Strategies

Infuse #18 (safety part)

VI. Testing Student Achievement
- A. Written Tests
- B. Performance Tests
- C. Interpreting Test Scores

Infuse #18 (testing part)

Objective Four: To disseminate the manual to vocational/special teacher education programs across the country.

Dissemination Plan

Typesetting, graphics, duplication and binding of the final product was completed on The Ohio State University premises. The final manual is being marketed by the Publications Unit of the Center on Education and Training for Employment (CETE) on a cost-recovery basis. As part of the publications product line, the product will be entered into CETE's Product Catalog, that is distributed through mailings and national conferences to over 3000 professionals nationally.

In addition to the final product being made available on a cost-recovery basis, a pre-publication brochure of the final product will be distributed to key personnel across the country. Personnel who will obtain the pre-publication brochure include the Local Site Coordinators at each of the six workshop sites, the technical advisory panel, the Product Review Experts, and other key leaders in either vocational, special education, or special needs instruction at the preservice level across the country.

IV. EVALUATION ACTIVITIES

Evaluation activities consisted of three distinct components: (1) workshop evaluations conducted after each of the six workshops; (2) a product evaluation conducted by two external content experts; and (3) a follow-up survey sent to participants to determine the number of students who benefitted from specific infusions into courses taught within their programs.

Workshop Evaluations

Appendix D provides summaries of three workshop evaluations conducted during Year III of this project. The evaluation form was changed after Year I because more specific information was desired. The original evaluation asked only if the participant could infuse and teach the content objectives presented during the workshop (compare the Michigan and Rutgers evaluations in Appendix D). The revised workshop evaluation requested information about the workshop presenters' communication skills, if the concepts presented were easily applied to my situation, and if the information is current and relevant (see Long Beach evaluation summary in appendix D). Respondents indicated that the workshop presenter communicated the content effectively, and the materials were relevant and current. Over 90 percent of the participants rated the evaluation questions as either a five or a four on a scale where five was "strongly agree" and one was "strongly disagree."

Of greater interest to the project staff were the specific comments provided on the evaluation summary. A sample of the questions and comments from several of the workshops follow:

What parts of what you learned in the past 2 days are you most likely to infuse and teach? Why?

- The concept of transition services for our vocational teacher certification courses.
- The overheads and guided notes will be very useful to me–mainly the information on laws.
- Overheads relative to IDEA.

- Teaching strategies.
- Instructional strategies–these are applicable to all students not just those with special needs.

What parts are you least likely to use? Why?

- Legislation–I already cover this area very thoroughly in my course.
- In my particular situation and types of courses–the legislation.
- Legislation/history. Not that this content is unimportant, but it may be, I feel, dealt with to a lesser extent than methods.

How helpful is the guidelines and materials package? Would you like to suggest any changes in it?

- Excellent development of overheads, guided notes, etc. I will also share with my students updated resource materials.
- I think it is great–I can definitely use the handouts and overheads in my course.
- Good stuff.
- Seems to be very well done and will prove very useful for preservice and inservice courses.
- Wonderfully prepared and useful.

We will be offering this workshop in other areas of the country. What suggestions do you have for changes?

- You did a great job! I wouldn't change a thing
- Set better time table–you seem to bite off more than you can chew. The information given was good.
- Spend more time on infusion of information into university curriculum/courses.
- More time to present. Less attention to the specific content and more seminar style involvement.

Product Review Evaluations

During year III after the final product was drafted, project staff contacted two content experts to gain an unbiased review of the product. Drs. Debra A. Neubert and Michelle Sarkees-Wircenski were asked and accepted the invitation to review the products and make recommendations for improvements. Both of their Product Review Summaries can be found in Appendix F. Major strengths and weaknesses are summarized below.

Major Strengths. Dr. Wircenski-Sarkees said that this product is "drastically needed in preservice vocational education certification courses. Many of our industry-based students lack even basic general education courses. Yet they will be serving large numbers of students from special populations in their courses." Dr. Neubert wrote, "Serving Vocational Students with Disabilities ... is a well organized manual that should be very effective in assisting teacher educators and staff development personnel in vocational and special education infuse needed information on vocational education and transition planning for students with disabilities."

Both reviewers felt that the resource sections of the product were excellent and contained current information that will assist practitioners modify vocational instruction, accommodate special needs learners in the vocational classroom and workplace, and plan for students to transition to employment opportunities. The handouts with instructor notes were evaluated as being extremely useful in focusing on major issues and points. The transparencies were evaluated as being excellent by facilitating multiple infusions of content in a variety of certification courses. Overall, the evaluators concluded the product could serve to strengthen collaboration among teacher educators in a specific department relative to teaching the content of the guide across certification courses.

Major Weaknesses. Both reviewers commented on the legislative mandates/assurances needed to quote the Perkins Act of 1990, not the earlier 1984 versions. Also the suggested time frame for presenting some of the content needed to be adjusted to a more reasonable time frame–that is lengthen the allotted time to assure for adequate discussion and comprehension. All major weaknesses were revised in the final product.

Follow-up Survey

A follow-up survey was conducted of everyone who participated in anyone of the six workshops entitled " Serving Vocational Students with Disabilities: Guidelines for Infusing Preservices Vocational and Special Education Curricula" (see Appendix E). The purpose of the survey was to determine the effectiveness of the two-day workshops. Specifically, participants were asked to–

- estimate the number of students who received instruction related to the content of the workshop and/or workshop manual;
- rate the specific information and materials disseminated (i.e. suggested teaching strategies, instructor notes, guided notes, handouts, transparencies) as either Very Important, Important, Somewhat Important, or Not Important;
- rate the topics addressed during the workshop and in the manual as very important, important, somewhat important, not important;
- provide final comments and recommendations.

The survey was pilot-tested by a panel of experts made up of Morgan Lewis, Research Scientist, Joan E. Friedenberg, Professor, and Lois Harrington, Editor. Then it was field-tested by Frank Pratzner, Professor, at The Ohio State University. Revisions were made as appropriate. Then the survey was sent to the 80 participants who enrolled in the workshops. A second mailing was sent to non-respondents, approximately six weeks after the first mailing. A total of 42 surveys were returned–a response rate of 53 percent.

Table 3 provides a summary of the number of students who received instruction on specific objectives during 1991, 1992, and 1993. The objective that was infused into the most courses was Objective 1–"Describe the basic problems and needs related to the vocational preparation of students with disabilities." Across the 3 years in which data were collected, 5,397 students received instruction on this objective. The second most infused objective was "Develop/modify

TABLE 3
NUMBER OF STUDENTS WHO RECEIVED INSTRUCTION ON SPECIFIC OBJECTIVES DURING 1991, 1992, & 1993

Objectives	*1991*	*1992*	*1993*	*Total*
1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.	1,029	3,095	1,273	5,397
2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.	930	2,508	1,063	4,501
3. Explain characteristics of the major disability categories (by federal definition).	918	1,242	1,100	3,260
4. Describe model programs for vocational students with disabilities throughout the United States.	689	2,064	600	3,353
5. Identify national resources that provide free or low-cost information or literature related to the vocational preparation of students with disabilities.	593	910	910	2,413
6. Identify sources that publish or distribute materials for the vocational preparation of students with disabilities.	551	1,057	768	2,376
7. Identify appropriate objectives for the vocational preparation of students with disabilities.	1,083	2,614	1,151	4,848
8. Develop/adapt appropriate assessment procedures for the vocational preparation of students with disabilities.	675	2,340	774	3,789
9. Develop/modify instructional materials for the vocational preparation of students with disabilities.	944	2,744	1,274	4,962
10. Develop/modify instructional strategies appropriate for the vocational preparation of students with disabilities.	1,098	2,927	1,355	5,380
11. Monitor/evaluate the vocational preparation of students with disabilities.	433	2,084	667	3,194
12. Identify appropriate accommodations for the vocational preparation of students from specific disability categories.	802	2,335	793	3,930
13. Explain the transition planning process fore the vocational preparation of students with disabilities.	644	2,248	703	3,595

instructional strategies" with 5,380 students receiving instruction in this area. The objective "Develop/modify instructional materials" was taught to 4,962 students.

Table 3 indicates that the 1993 numbers are not as large as the 1992 numbers. This is due to the fact that the survey was administered during the first quarter of 1993 so only one quarter/semester had been taught. The final number of students who directly benefitted from this project by receiving content related to serving students with disabilities is likely much larger than the number reported considering that slightly more that half on the surveys were returned and only one half of the 1993 calendar year could be accounted for, due to the timing of the survey. Also, it can be assumed that this content will be continued to be delivered through the courses since instructors actually revised and updated their course syllabi.

Table 4 summarizes the respondents ratings of the importance of the various teaching aids included in the manual. The teaching aids presented included: suggested teaching strategies, instructor notes, guided notes, handouts, and transparencies. Approximately 83 percent of the respondents rated the handouts and transparencies provided as either very important or important. Approximately 73 percent of the teacher educators felt the instructor notes were either very important or important and 68 percent felt that the suggested teaching strategies were important.

Table 5 presents a rating of the topics addressed during the workshop. Again, teacher educators felt that the topics "Basic problem and needs of persons with disabilities" and Strategies for modifying materials, instructional strategies and accommodations" were the most highly rated topics, with 90 percent of teacher educators rating the basic problems and needs as either very important or important, and 84 percent of teacher educators rating the strategies for modifying materials as very important or important. These findings are consistent with table 3, which indicated the number of students who received instruction on each of the objectives. Both

of these objectives were rated the most important and were infused into the most courses, reaching the largest number of university students enrolled in preservice programs.

TABLE 4
THE PERCENTAGE OF TEACHER EDUCATORS WHO RATED THE TEACHING AIDS PROVIDED IN THE WORKSHOP MATERIALS AS IMPORTANT

Information/Material	Very Important	Important	Somewhat Important	Not Important
Suggested Teaching Strategies	37	31	24	7
Instructor Notes	24	48	21	5
Guided Notes	17	41	27	15
Handouts	44	37	17	2
Transparencies	46	36	10	7

TABLE 5
THE PERCENTAGE OF TEACHER EDUCATORS WHO RATED THE IMPORTANCE OF EACH TOPIC PRESENTED DURING THE WORKSHOP

Topics	Very Important	Important	Somewhat Important	Not Important
Basic problems and needs	56	34	7	2
Historical and legislative issues	24	41	27	7
Characteristics of major disability categories	37	39	20	5
Model programs and other material resources	17	49	29	5
Teaching worthwhile objectives	37	34	24	2
Assessment procedures	34	34	24	7
Strategies for modifying materials, instructional strategies, and accommodations	67	17	12	5
Evaluation	39	31	24	5
Transition planning	44	29	22	5

The survey asked the workshop participants to select several objectives that were the focus of most of their infusion efforts and provide comments about the content and strategies that would have implication for future infusion efforts. The four objectives discussed most frequently with their respective comments are presented below.

OBJECTIVE 1: DESCRIBE THE BASIC PROBLEMS AND NEEDS RELATED TO THE VOCATIONAL PREPARATION OF STUDENTS WITH DISABILITIES.

Comments included–

- Good background provided.
- Check you Facts Quiz used extensively to get people thinking.
- Encourage new teachers to be alert to responsibilities of special populations. Also prepare them for the likelihood of special populations in learning environments. Most think it is a unique experience rather than planning for it.
- I did a class presentation on this ... Your materials were very helpful.
- Need to change perceptions about the needs, interests, and abilities of students with disabilities; many teachers don't like to work with students with certain disabilities because they see motivation to learn as the problem.

OBJECTIVE 2: EXPLAIN THE HISTORICAL AND LEGISLATIVE ISSUES THAT RELATE TO VOCATIONAL PREPARATION OF STUDENTS WITH DISABILITIES.

Comments included:

- Historical and legislative development–Excellent overheads for our classes.
- How IDEA/Perkins/ADA impact vocational education
- For the classes I teach, these objectives are most applicable and meaningful.

OBJECTIVE 10: DEVELOP/MODIFY INSTRUCTIONAL STRATEGIES APPROPRIATE FOR THE VOCATIONAL PREPARATION OF STUDENTS WITH DISABILITIES.

Comments included:

- Particularly useful to provide methods students with instructional suggestions. The various methods that students can use to respond is very helpful to students.
- Teachers need to know how these students learn differently.
- Critical.
- Essential for preservice teacher preparation.

OBJECTIVE 13: EXPLAIN THE TRANSITION PLANNING PROCESS FOR THE VOCATIONAL PREPARATION OF STUDENTS WITH DISABILITIES.

Comments included:

- Used many of the materials directly in my new course focused on instructional issues/practices related to transition (excellent content and format!)
- Very useful for methods students. Succinctly states an overview to a very difficult and complex system for students to understand.
- Past philosophies of "skill" prep placements no longer work. Job clustering is better.
- Helpful to have new information.
- To involve family members and students fully in transition planning. To help accomplish this, professionals receive graduate credit and family members receive a stipend to participate in the class. Therefore, the efforts for transition planning are cooperative rather than us versus them.

And finally, the survey requested any comments or recommendations about the inservice, the materials, or the project in general. The comments below were selected as a representative sample:

- Excellent inservice. Some of the instructional pieces could have been abridged to focus more on community experiences and functional curriculum.
- Very helpful in my workshops. Have requested updated material.

- I believe we either had the wrong crew of people assembled or that the format of the workshop needed to change. We had people who work with these issues all the time mixed with people who have not addressed these issues ever. Then, we never got to teach each other or share what we knew or did not know. The workshop felt geared toward the second group.

- Very will organized presentation/project. Would have been nice to have more time for interaction with team--felt we just got into issues, idea sharing and the day and a half session was over.

- The materials were exceptional in their scope and quality. Regretfully, Glassboro State College has decided to phase out all vocational education programs and offerings.

- As I become more familiar with the materials through upcoming courses in which I infuse them, I'm sure I will increase my use.

V. RECOMMENDATIONS

In summary, this project provided materials and training to 80 teacher educators which directly improved the preservice program of a minimum of over 5000 students aspiring to be either special or vocational teachers. The following recommendations are provided to assist the federal Office of Special Education Programs determine priorities for future initiatives.

1. Given that over 5,000 aspiring teachers received information about the education of students with disabilities, it is recommended that this project be replicated to continue to provide teacher educators with "easy to infuse content" to update their courses. The infusion and team building activities however, may need to be expanded to not only include special and vocational teacher educators, but also regular secondary personnel as well.

2. Given the emphasis on inclusion, similar types of collaborative efforts are recommended involving special and elementary teacher education programs, and special and vocational teacher education programs.

3. The concept of cross-training at the university level needs more emphasis within the Personnel Preparation competitions. No longer can a teacher only be expected to teach one type of student. Teachers must have the skills to educate the diverse student populations coming to school in the United States.

4. Staff development provided to cross-disciplinary teams of teacher educators, social workers and counselors needs to provide a process model for collaboration across disciplines that survives beyond the 2 day workshop. More follow-up technical assistance to each site needs to be built into the grant to assure that the cross-training efforts continue beyond the workshop.

5. Training should be provided to programs that appear to be well established. Unfortunately in this project, two programs phased out their vocational education programs and offerings.

6. The workshop itself must maintain a balance between content and process. For example, as cross-disciplinary teams participate, the personnel within the team can determine a work plan to continue to update and cross-reference their curricula.

7. The $150 stipends to teacher educators served as an incentive to defray the cost of participant expenses. Many teacher educators would not have attended this staff development opportunity if the stipend had not been available. Stipends need to be built into the project's budgets.

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APPENDIX A

SAMPLE WORKSHOP AGENDA

SERVING STUDENTS WITH DISABILITIES IN
VOCATIONAL AND INDUSTRIAL EDUCATION

March 16-17, 1992

Co-Sponsors

The Ohio State University and University of Hawaii at Manoa

Facilitators

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Gwendolyn Cartledge, Ph.D.
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Program Agenda

Day One

8:45	Registration and Refreshments
9:00	Welcome and Introduction
9:30	I. ORIENTATION TO VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES • Set Induction Activity • Check your Facts Quiz • Historical and Legislative Issues
10:45	BREAK
11:00	• Video Program: "A Waiting Work Force" • Definitions and Characteristics • Experience a Learning Disability • Resources You Can Use
12:00	LUNCH

1:00	II. ADAPTING TEACHING METHODS
	• Identify appropriate techniques, strategies, and materials • Adapt assessment procedures
2:30	BREAK
2:45	ADAPTING TEACHING METHODS (Continued)
3:45	CLOSING
4:00	ADJOURN

Day Two

8:30	Morning Refreshments
9:00	III. TRANSITION
	• Set Induction Activity • The Transition Planning Process • Graffiti Activity • Discovering an Untapped Work Force
10:15	Discussion
10:30	BREAK
10:45	Infusion Activity
11:45	CLOSING
12:00	ADJOURN

PREPARING VOCATIONAL AND SPECIAL TEACHER EDUCATORS TO SERVE VOCATIONAL STUDENTS WITH DISABILITIES

Workshop Objectives

By the end of this workshop, you will be able to:

1. Describe the basic problems and needs related to the vocational preparation of students with disabilities.

2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.

3. Explain characteristics of the major disability categories (by federal definition).

4. Describe model programs for vocational students with disabilities throughout the United States.

5. Identify national resources that provide free or low cost information or literature related to the vocational preparation of students with disabilities.

6. Identify sources that publish or distribute materials for the vocational preparation of students with disabilities.

7. Identify appropriate objectives for the vocational preparation of students with disabilities.

8. Develop/adapt appropriate assessment procedures for the vocational preparation of students with disabilities.

9. Develop/modify instructional materials for the vocational preparation of students with disabilities.

10. Develop/modify instructional strategies appropriate for the vocational preparation of students with disabilities.

11. Monitor/evaluate the vocational preparation of students with disabilities.

12. Identify appropriate accommodations for the vocational preparation of students from specific disability categories.

13. Explain the transition planning process for the vocational preparation of students with disabilities.

14. Infuse your teacher education course outlines with appropriate content related to the vocational preparation of students with disabilities.

15. Teach the infused content effectively by using the guidelines and resources provided.

APPENDIX B

SAMPLES OF REVISED COURSE SYLLABI

PENNSTATE

Department of Vocational and
Industrial Education
College of Education

(814) 863-2546
FAX (814) 863-7552

The Pennsylvania State University
119 Rackley Building
University Park, PA 16802

June 26, 1991

Margo Vreeburg Izzo
Project Director
Special Needs Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210

Dear Margo:

I enjoyed participating in the workshop last week. It was extremely well organized and informative.

Enclosed is an outline for one of my courses. The highlighted area is new material and reflects how the topics discussed will be infused into the course.

Again, thank you for inviting me to participate. I am certain the information disseminated will be useful to all who attended.

Sincerely,

Wayne L. Detwiler, Sr.

Wayne L. Detwiler, Sr.
Assistant Professor of
Vocational Education

WLD/ej
Enc.

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METHODS IN CURRICULUM MATERIALS AND EXAMINATIONS

COURSE OBJECTIVES: Following the completion of assigned readings, participation in classroom discussions and completion of in-class and out-of-class writing assignments, the student should be able to:

1. Identify five sources of instructional materials that are available to vocational industrial educators, and write brief but accurate descriptions of each source. **This list should include national resources that provide free or low cost information or literature related to the vocational preparation of students with disabilities.**

2. Write an annotated bibliography of professional and occupational instructional materials that are directly related to the student's occupational specialization, and an Individualized Learning Packet described in #4 below. **Sources that publish or distribute materials for the vocational preparation of students with disabilities should be included.**

3. Name five advantages and five disadvantages in the use of instruction sheets as teaching aids in vocational industrial education classrooms, and be able to describe in writing the function that instruction sheets serve in the delivery of instruction. **Identify appropriate accommodations instruction sheets may provide for the vocational preparation of students from specific disability categories.**

4. Name and define in writing four types of instruction sheets traditionally used in vocational industrial education classrooms, and be able to write and sequence examples of each type of sheet according to criteria specified in the form of an Individualized Learning Packet (ILP). **These instructional materials may be modified for the vocational preparation of students with disabilities.**

5. Apply the FLESH and CLOZE procedures to a sample text or other resource representative of his or her occupational specialization. **These instructional strategies may be applied to the vocational preparation of students with disabilities.**

6. Define the use of examinations as an integral function of the teaching-learning process. **Assessment procedures must be adaptable for the vocational preparation of students with disabilities.**

7. Identify and list in writing the characteristics of and requirements for constructing subjective and objective examination items.

8. Write subjective and objective test items for use in vocational-industrial education representative of his or her occupational specialty, and in relationship to the ILP described in #4 above.

9. Write an end-of-semester performance examination for a vocational industrial education subject in relationship to the Individualized Learning Packet required in #4 above.

TEXT:

1. Detwiler, Wayne L. Develop an Individualized Learning Packet. University Park, PA: The Pennsylvania State University, 1989.

2. Michaels, William J. and Karnes, M. Ray. Measuring Educational Achievement. New York: McGraw-Hill Book Company.

3. Williams, William A. Manipulative Performance Tests. Department of Vocational Education, The Pennsylvania State University, 1970.

REFERENCES:

1. Hamilton, James, B., et al. Select Student Instructional Materials - Module B-5. Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1979.

2. Thornton, L. Jay, Waters, Louise B., & Lee, Ta-Wei. Trade and Industrial Reading Strategies. University Park, PA: The Pennsylvania State University, 1980.

COURSE OUTLINE:

1. a. Class Organization and Orientation
   b. A Review of the Correct Procedure for Writing Performance Objectives (Text #1, pp. 7-9)
   c. **Identify appropriate objectives for the preparation of students with disabilities.**

2. a. Selection of Student Instructional Materials (Ref. #1, pp. 3-9) (Text #1, p. 10)
   b. Available Sources of Instructional Materials
   c. National resources related to the preparation of students with disabilities.

3. a. Fair use of Copyrighted Works (Text #1, pp. 3-5)
   b. Writing an annotated bibliography (Text #1, p. 6)

4. a. Reading Strategies in Trade and Industrial Education
   b. FLESH Readability Formula (Ref. #2, pp. 3-29)
   c. CLOZE Procedure for determining student reading abilities (Ref. #2, pp. 33-63)
   d. Modify strategies for preparing students with disabilities.

5. a. Elements of Competency Based Vocational Education
   b. Pennsylvania Thrust toward CBVE (Handout)
   c. Distinguish methods suitable for preparing students with disabilities.

6. a. An Introduction to Writing Instruction Sheets (Text #1, pp. 17-27)
   b. Write a Job Sheet (Text #1, pp. 26-30)
   c. Modify materials for students with disabilities.

7. a. Write an Operation Sheet (Text #1, pp. 31-34)
   b. Write an Information Sheet (Text #1, pp. 35-40)
   c. Write an Assignment Sheet (Text #2, pp. 41-43)

8. a. Write an Individualized Learning Packet (Text #1, pp. 49-102)
   b. MID-TERM EXAMINATION (FULL PERIOD)

9. a. Introduction to Methods in Examinations (Text #2, pp. 1-21).
   b. Purposes of Examinations - What Makes a Good Examination (Text #2, pp. 79-125)
   c. General Principles of Test Construction (Text #2, pp. 126-159)
   d. Basic types of assessment for students with disabilities.

10. Writing Multiple Choice Text Items (Text #2)

11. Writing True-False Test Items (Text #2, pp. 195-219)

12. Writing Matching Test Items (Text #2, pp. 220-243)

13. Writing Recall and Essay Test Items (Text #2, pp. 244-271)

14. Writing a Manipulative Performance Test (Text #3)

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15. a. Scoring and Grading Examinations (Text #2, pp. 414-420)
    b. Test Improvement (Text #2, pp. 454-472, 481-483)
    c. **Informal ways to assess vocational achievement of students with disabilities.**

ASSIGNMENTS:

1. Each student will be expected to study the text references in advance of each class meeting.

2. Each student will be expected to complete unit assignments on specified dates.

3. Each student will be expected to complete a writing assignment in the form of an Individualized Learning Packet consisting of an annotated bibliography, examples of each of four types of instruction sheets appropriately sequenced to enhance an individualized instructional delivery system, and subjective and objective examinations items. The term paper will be due on the day of the final examination. Pre-review of all written work is required, and rewrite opportunities will be provided in consultation with the professor.

4. Each student will be expected to write an end-of-semester performance examination for a vocational industrial education subject in support of the Individualized Learning Packet.

GRADING:

1.	Annotated Bibliography (in-class writing option)	10%
2.	Individualized Learning Packet (out-of-class writing assignment)	30%
3.	Subjective and Objective Examination Items (in-class writing option)	10%
4.	End of Semester Performance Examination (out-of-class writing assignment)	30%
5.	Mid-Semester and Final Examinations	20%

Regular class attendance is expected.

JOANNE E. SHALABY
6309 Highway 187
Anderson, South Carolina 29625
803-646-2404

June 25, 1991

Dr. Margo Izzo
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210

Dear Margo

The workshop was a wonderful experience! I look forward to meeting you, Gwen, and Joan at some time again, hopefully, in the not-too-distant future.

Enclosed is a revised course syllabus for an office management course I am slated to teach during the spring 1992 quarter. I've not begun to develop the foundations course I'm to teach in the fall, but needless to say, a great deal of the workshop materials will be used in that course.

Thanks for everything; you all make a "smashing" team.

Sincerely

Joanne

Joanne Shalaby

Enclosure

COURSE OUTLINE

Office Management
3 Credits

Prof. Joanne Shalaby
Office Hours:
Phone:

CATALOG COURSE DESCRIPTION

This course allows the student to explore basic management and leadership philosophies through the case study method. Students will be able to assess and enhance their management skills; i.e., to organize and plan administrative services, control office administrative operations, communicate to a wide variety of audiences, and demonstrate positive interpersonal relations.

COURSE OBJECTIVES

To assist the student in forming a basic philosophy of administrative office management.

To assist the student in an appreciation of the nature of human relations and the basic needs underlying good human relations.

To inform the student about the social and legal obligations of business in providing equal employment opportunities to all segments of society.

To acquaint the student with the principles and problems of administrative office management.

To motivate the student to begin assessing and developing his/her own potential for leadership.

TOPICS TO BE COVERED

Introduction
- Office management in the technological age
  - Functions of management
  - Schools of management thought
  - Administrative office manager responsibilities
- Principles of administrative office management
  - Basic principles and leadership styles
  - Forms of Organization
- Communication in the office
  - Communication process
  - Communication networks--flow of communication
  - Barriers to effective communication
  - Nonverbal communication
  - Report writing

Managing human resourses
- Selecting the office staff
  - Sources of workers
  - Procedures for selecting office workers
  - Procedures for selecting workers with special needs or disabilities
  - Use of testing--written, oral, performance, including individual accommodation testing
  - Goverment regulations affecting the employment process
    - Federal definitions of major disabilities
    - Federal incentives for hiring the disabled
- Supervising the office staff
  - Motivating the office worker
  - Ethics and value systems
    - Exploration of the needs of special/exceptional/disabled employees
- Training, appraising, and promoting office personnel
  - Initial training
  - Supervisory training and development
  - Training and development of disabled employees--special concerns
  - Appraising the office worker's performance
  - Promotion
  - Termination
- Job analysis
  - Uses of analyses
  - Gathering and analyzing job information
  - Construction of job descriptions, specifications and evaluations
- Salary administration
  - Factors for determining salaries
  - Job pricing
  - Incentive systems
- Employee benefits
  - Nature and extent of employee benefits
  - Developing and implementing a benefits package--to include discussion of the special and unique needs of all employees
  - Assessment and feedback
- Labor-Management relations in the office
  - An overview of the labor movement
  - Trends in labor-management relations
  - Legistative issues which relate to the special needs of the disabled/special employee

Managing administrative services
- Space management
  - Principles of space management
  - Space requirements in the office
  - Barrier free environment
  - Office design plans
  - Workcenter planning

Ergonomics in the office
- Needs
- Surface, seeing, hearing, air, and security environments

Equipping the physical office
- Selecting furniture appropriate for all employees
- Procuring office equipment and furniture
- Replacing office equipment according to a plan

Systems within the office--including an investigation of job clusters and a discussion of employee qualifications for various jobs
- Word processing and mailing systems
- Telecommunications
- Records management
- Micrographic and reprographic services

Managing systems
- Basic systems concepts
- Conducting systems studies
- Systems analysis and designdesign
- Investigation of the human system within the office
- Office automation and applications of automated systems
- Improving productivity through work measurements standards
- Budgetary control and administration

GRADE DETERMINATION

The final course grade will be computed as follows:

Field Research	30%
Mid-term, Final, and Quizzes	40%
Group Term Project	30%
	100%

TEXTBOOK

Administrative Office Management, Ninth Edition, by Keeling, Kallus, and Neuner, 1987, published by South-Western Publishing Company.

TEMPLE UNIVERSITY
A Commonwealth University

College of Education

Ritter Hall 003-00
Philadelphia, Pennsylvania 19122

Department of Curriculum, Instruction and Technology in Education (CITE)

Educational Media
Elementary Education
Secondary Education
Vocational, Adult and Continuing Education

June 24, 1991

Margo Vreeburg Izzo, Project Director
Special Needs Vocational Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Dear Margo:

Once again, I must tell you how much I enjoyed the workshop at Rutgers. Like any experience, when there is time to reflect upon it and discuss it, there is even more appreciation of what transpired.

Enclosed is our list of anticipated outcomes for the special needs presentation at the beginning teacher workshop planned for August 14. Your materials will have a good workout, I can assure you.

I don't think I'll demonstrate the origin of the word "handicap"--without your agility, I'll never get off the floor.

I sincerely hope our paths cross again.

Very truly yours,

Gloria

Gloria Heberley
Teacher Educator

Special needs presentation
Temple University Beginning Teacher Workshop
August 14, 1991, 1 p.m. Main Campus

Beginning teachers will be:

a. aware of the need to develop a desirable frame of mind to effectively serve the special needs population.

b. aware of the methods available to identify academic and physical capabilities of special needs students.

c. aware of the need to provide for flexibility in the basic lesson plan to accommodate the special needs student.

d. aware of the need to provide alternative instructional strategies and appropriate instructional materials to meet the needs of exceptional students.

e. aware of the need for individualized consideration when evaluating special needs students.

To: Margo Izzo

From: Frank J. Orlando

Date: July 9, 1991

Re: Modified Course Outline
Workshop: Preparing Vocational Teacher Educators To Serve Vocational Students With Disabilities

Enclosed in a copy of my revised course outline in Curriculum and Program Development. It includes two additional objectives, numbers seven and eight; and a new unit--F. Instructional Planning for Special Populations.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Cook College • Department of Education
P O Box 231 • New Brunswick • New Jersey 08903 • (201) 932-9164 8064

July 11, 1991

Ms. Margo Vreeburg Izzo
Project Director
Special Needs Vocational Education
Center on Education and
Training for Employment
1900 Kenny Road
Columbus, Ohio 43210

Dear Margo:

It was a real professional development experience to participate in the workshop Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula. You and Joan are to be congratulated for a dynamic, information-filled agenda.

We will be utilizing the excellent information and materials here at Cook College in two main areas:

1. I will expand the syllabus for my Materials and Methods of Teaching Vocational-Technical Agriculture 300:426, 427 to include much of your information.

2. We will (along with Sharon Smith the agricultural teacher participant) incorporate an overview presentation of your themes in our Fall Agricultural Education Conference for Teachers of Agriculture. We will offer a full day workshop later in the year. As you are aware, more and more special needs students are being served in agricultural and horticultural education and these materials are most appropriate.

I enjoyed meeting and working with you and trust our paths will cross in the future.

Sincerely,

William G. Smith

William G. Smith, Ed.D.
Associate Professor
Agricultural Education

ma

DEPARTMENT OF TECHNOLOGY
Glassboro State College
Glassboro, New Jersey

0839.495
Curriculum and Program Development
3 Credits

Dr. Frank J. Orlando
Class: Westby 236
Office: Westby 221

I. Course Description

Curriculum and Program Development studies techniques and procedures used in the selection and organization of occupational curricula. Unit topics include identifying curriculum objectives, developing courses of study, and developing specific course outlines and objectives.

II. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify the reasons for planning for instruction.
2. Identify problems and related solutions dealing with the development, implementation and evaluation of curriculum.
3. Identify and carry out the steps in instructional planning, management, execution and evaluation.
4. Identify and carry out the steps in program planning, development and evaluation.
5. Identify a variety of instructional and resource material appropriate to an area of vocational education.
6. Identify and discuss guidelines for the development and use of evaluation instruments in the classroom.
7. Identify the basic problems and needs related to the vocational preparation of students with disabilities.
8. Describe how traditional vocational education resources and activities may be modified to address the needs of students with disabilities.

III. Course/Topical Outline

A. Program Planning, Development and Evaluation
   1. Demographics, Community Survey, National Standards
   2. Advisory Committees
   3. Program Goals and Objectives
   4. Developing A Rationale
   5. Program Structure
   6. A Course of Study
   7. Program Evaluation

B. Instructional Planning
   1. Student Needs and Interests
   2. Performance Objectives
   3. Units of Instruction
   4. Lesson Plans
   5. Selecting Instructional Materials
   6. Developing Instructional Materials

C. Instructional Execution
   1. Elements of Learning
   2. Directing Laboratory Experiences
   3. Theory Based Experiences
   4. Demonstrating A Skill
   5. Teaching Theory Content
   6. Team Teaching
   7. Problem Solving
   8. Instructional Materials

D. Instructional Evaluation
   1. Performance Evaluation
   2. Knowledge Evaluation
   3. Teacher Evaluation

E. Instructional Management
   1. Identifying Resources
   2. Health and Safety
   3. Facility Design

F. Instructional Planning for Special Populations
   1. Types of Special Populations
   2. Federal Classifications and Legislation
   3. Federal, State and Local Resources
   4. Students with Disabilities
   5. LEP Students
   6. Disadvantaged Students
   7. Modifying Traditional Instructional Materials

IV. Textbook

A special packet of loose-leaf materials in a binder will be available for this class. The instructor will provide additional information.

V. Evaluation

Evaluation will be based on the completion of the assignments related to each unit of study and a final examination.

VI. Additional References

A current bibliography will be provided during the first week of class.

APPENDIX C

RECRUITMENT MATERIALS FOR WORKSHOP PARTICIPANTS

YOU ARE INVITED TO A SPECIAL WORKSHOP ON PREPARING VOCATIONAL AND SPECIAL TEACHER EDUCATORS TO SERVE VOCATIONAL STUDENTS WITH DISABILITIES

DATE: March 19-20, 1992 (9:00 AM - 4:00 PM; 9:00-Noon)

PLACE: On the campus of California State, Long Beach, CA

You will be paid a stipend of $150 (from which you may wish to defray any expenses such as travel, lodging if you choose to stay over night, and meals). You will also receive a package of instructional materials for you to use in *your* classes and an attractive, personalized certificate at the conclusion of the workshop.

This two-day workshop will–

- familiarize you with the vocational special education field
- teach you guidelines for adapting your courses and infusing vocational special education content
- give you a chance to adapt your own courses with expert assistance

The workshop facilitators are--

Ms. Margo Izzo, Program Associate, Vocational Special Education, Center on Education and Training for Employment, The Ohio State University

Dr. Gwendolyn Cartledge, Associate Professor, Special Education, The Ohio State University

THE WORKSHOP WILL BE LIMITED TO THE FIRST 20 APPLICANTS--If you wish to attend, please fill out the attached form and return it immediately to:

Tina Lankard, Project Coordinator
Center on Education and Training for Employment, The Ohio State University
1900 Kenny Road, Columbus, Ohio 43210-1090

QUESTIONS? Call Margo Izzo or Tina Lankard at 800-848-4815 or
Gary Greene (310) 985-8508 or (310) 985-5712

Registration Form

YES, PLEASE REGISTER ME FOR THE SPECIAL WORKSHOP ON ***PREPARING VOCATIONAL AND SPECIAL TEACHER EDUCATORS TO SERVE VOCATIONAL STUDENTS WITH DISABILITIES***, TO BE HELD ON March 19-20, 1992, CALIFORNIA STATE, LONG BEACH.

Name: _____

Work Address: _____

Position Title: _____

Work Phone and Hours: _____ FAX: _____

Home Address: _____

_____

Home Phone: _____ Social Security Number: _____

(For Vocational Teacher Educators)
Occupational Service Area(s):

[ ] Trade and industrial
[ ] Industrial arts
[ ] Agriculture
[ ] Home economics
[ ] Business and office education
[ ] Health occupations education
[ ] Special needs
[ ] Marketing
[ ] Technical education
[ ] Other: _____

_____

For Special Education Teacher Educators:

[ ] Learning Disabilities
[ ] Mental Retardation
[ ] Emotionally Disturbed
[ ] Sensory Impairments
[ ] High Incidence Populations
[ ] Low Incidence Populations
[ ] Primary emphasis in elementary methods
[ ] Primary emphasis in secondary methods

For Special Education Teacher Educators:

[ ] Foundations
[ ] Methods
[ ] Course construction
[ ] Special needs
[ ] Others: _____

_____

Have you had any previous training related to vocational students with disabilities? [ ] Yes [ ] No

Describe: _____

_____

Return this form to: Mary LaBelle
Center on Education and Training for Employment
1900 Kenny Road, Columbus, OH 43210-1090
DEADLINE FOR REGISTRATION: FEBRUARY 20, 1992

SERVING PERSONS WITH DISABILITIES IN VOCATIONAL EDUCATION: TRAINING THE TEACHER TRAINERS

Joan E. Friedenberg
Margo Izzo

Persons with disabilities suffer high rates of school dropout, unemployment, and underemployment. Forty to fifty percent of them drop out of school. About sixty-five percent are unemployed. Of those who are employed, 85 percent earn less than $7,000 per year and over half actually earn less than $2,000 per year.

Vocational education programs are proven to be instrumental in effecting both dropout prevention and school to work transition for persons with disabilities. In fact, the U.S. Department of Education, Office of Special Education programs, reported (October 1987) that 56 percent of youth with disabilities require some form of vocational education services, with vocational training being the highest anticipated need.

Local schools have responded by mainstreaming an increasing number of special education students into vocational education. But successful mainstreaming requires strong commitment, cooperation, and expertise among teachers, counselors, administrators, and all others involved and there is growing evidence that vocational educators are not equipped to serve students with disabilities; they do not ordinarily participate in the IEP process; and they do not, for the most part, collaborate with special education staff. Recent studies confirm that content about how to serve students with disabilities is simply not included in the preservice preparation of most vocational educators.

The Center on Education and Training for Employment recently received a 3-year grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, to prepare vocational and special education teacher educators to adapt their preservice curricula to meet the needs of vocational students with disabilities. Specifically, this project will (1) help vocational teacher educators to infuse into their preservice curricula the content necessary for aspiring vocational teachers to provide effective vocational services to students with disabilities, and (2) help special teacher educators to infuse into their curricula the content necessary for special educators to emphasize education for employment with their students and involve vocational educators in the IEP process.

These two objectives will be accomplished through on-site training of vocational and special teacher educators in several regions of the U.S. and the development of a training manual.

June 10, 1991

Dr. Joanne Shalaby
Assistant Professor
Business Education
238-A Long View Road
Lebanon, New Jersey 08833

Dear Dr. Shalaby:

We are pleased to confirm your registration for the workshop on *Preparing Vocational and Special Teacher Educators to Serve Vocational Students with Disabilities* to be held on June 20-21 at Rutgers University in New Jersey.

Enclosed are some items for your use, including maps of the Rutgers University campus and the Busch Student Center where the workshop will be held, directions to the campus, and a list of hotel accommodations available if you choose to stay overnight. All accommodations are made at your own expense, although you will be able to defray expenses from your $150.00 stipend.

The workshop starts at 9:00 a.m. on the 20th and ends at noon on the 21st. Please bring one of your own course syllabi to the workshop--you will be adapting it and infusing vocational special education information. If you have any questions, please feel welcome to contact either Margo Izzo or me at 614-292-4353 or 800-848-4815. Or you can contact Dr. Annell Simcoe, the Rutgers University coordinator. Her office number is 201-932-7241.

We look forward to seeing you on June 20th!

Sincerely,

Joan E. Friedenberg, Ph.D.
Project Director

Enclosures

APPENDIX D

WORKSHOP EVALUATION SUMMARIES

PREPARING VOCATIONAL AND SPECIAL TEACHER EDUCATORS TO SERVE VOCATIONAL STUDENTS WITH DISABILITIES

First Workshop--Ypsilanti, Michigan February 21-22, 1991

Workshop Evaluation

Part I

Please identify the extent to which the workshop satisfied its 15 objectives.

The Question		Your Answer		
CAN YOU...?		Yes	No	Not Certain
1.	Describe the basic problems and needs related to the vocational preparation of students with disabilities?	9-Yes	0-No	0-NC
2.	Explain the historical and legislative issues that relate to vocational preparation of students with disabilities?	7-Yes	0-No	1-NC
3.	Explain characteristics of the major disability categories (by Federal definition)?	8-Yes	0-No	0-NC
4.	Describe model programs for vocational students with disabilities throughout the United States?	6-Yes	1-No	1-NC
5.	Identify national resources that provide free or low cost information or literature related to the vocational preparation of students with disabilities?	7-Yes	1-No	1-NC
6.	Identify sources that publish or distribute materials for the vocational preparation of students with disabilities?	8-Yes	1-No	0-NC
7.	Identify appropriate objectives for the vocational preparation of students with disabilities?	9-Yes	0-No	0-NC
8.	Develop/adapt appropriate assessment procedures for the vocational preparation of students with disabilities?	7-Yes	1-No	1-NC

The Question	Your Answer		
CAN YOU...?	Yes	No	Not Certain
9. Develop/modify instructional materials for the vocational preparation of students with disabilities?	7-Yes	1-No	0-NC
10. Develop/modify instructional strategies appropriate for the vocational preparation of students with disabilities?	7-Yes	0-No	1-NC
11. Monitor/evaluate the vocational preparation of students with disabilities?	7-Yes	1-No	1-NC
12. Identify appropriate accommodations for the vocational preparation of students from specific disability categories?	7-Yes	1-No	0-NC
13. Explain the transition planning process for the vocational preparation of students with disabilities?	8-Yes	0-No	1-NC
14. Infuse your teacher education course outlines with appropriate content related to the vocational preparation of students with disabilities?	9-Yes	0-No	0-NC
15. Teach the infused content effectively by using the guidelines and resources provided?	8-Yes	0-No	1-NC

Part II

1. What parts of what you learned in the past two days are you most likely to infuse and teach? Why?

   - Transparencies, handouts
   - All of it--because it ties together and correlates with existing study areas in several courses.
   - All objectives
   - Basic problems and needs of students with disabilities; Objectives--behavioral objectives; Assessment procedures; Characteristics of special needs learners; Because it is relevant to my course in curriculum.
   - Basic problems and need; Methods; Accommodations; Most appropriate for infusion into my courses.
   - Material on strategies, accommodations, and transitioning; Because it fits the level of the courses I deal with.
   - Most of it in 3 separate classes; Teachers are working with more and more students with special needs.
   - Everything it is needed!

2. What parts are you least likely to use? Why?

   - None
   - All were good
   - Mandates and legislation; Specific methodology; Course really not intended to deal with these topics
   - Model programs list and materials list; Won't be able to deal ?--that depth
   - Historical, legislative, rationale. Because those areas are considered heavily in other required courses. I would only review or highlight certain things.
   - Model programs, they're the exception
   - Historical and legislative, because my students need to be teachers not historians or legislators (I find this area interesting)

3. How helpful is the guidelines and materials package? Would you like to suggest any changes in it?

   - None
   - Excellent--very helpful and well done--could and will be used as is in my classes
   - No
   - I would like more teacher material--more green pages of content and supplementary information
   - Excellent--very few modifications needed and they are relatively minor.
   - It is a good start. There are some very good illustrations on the topics included, however, a teacher will need to develop more. Quite a few (materials) topics are not included, but can be added
   - Very. Haven't studied it enough to answer second question
   - Great printed material! No changes, just more of the same

4. We will be offering this workshop in other areas of the country. What suggestions do you have for changes?

- More advanced notification of acceptance, program agenda and materials needed, etc.
- While not possible, more time for discussion (teacher educators love to talk)
- Have teacher educators share teaching strategies that have worked well in their classroom when teaching vocational special needs topics. Will use introduction to provide rationale for curriculum revisions at our school
- Maybe not quite as much filling in the blanks by participants. All in all this was an outstanding workshop. Thanks for all that you did to make it a success.
- Revise the "teach a 30 minute session" would be useful for content reinforcement, but probably not best use of time. Also, not enough lead time to do thorough preparation--especially if participants have other commitments (classes, etc.)
- I am pleased that you accepted the alternative activity involving discussion by the group. We needed more time for sharing and interaction. A follow-up on using material with secondary vocational educators is needed. We may have to do that.
- Be sure to give time for the participants to talk. Forget the teaching demonstration--what we did was far more valuable. Thanks--well done!
- No suggestions--keep it up!

Thank-you for your input

PREPARING VOCATIONAL AND SPECIAL TEACHER EDUCATORS TO SERVE VOCATIONAL STUDENTS WITH DISABILITIES

Workshop Evaluation Summary
Long Beach, California
March 19-20, 1992

1. Why did you take this workshop?

   - To become better informed.
   - Interested.
   - Professional development.

Directions: Please respond to each question by marking the appropriate space with an "X"	Strongly Agree		Neutral		Strongly Disagree	
	5	4	3	2	1	0
2. The workshop presenter(s) communicated his/her message effectively.	6	2				
3. The concepts presented at the workshop were easily applied to my situation.	3	4	1			
4. The information given at the workshop was current and relevant.	5	3				
5. Using the information learned from the workshop will have a positive effect on my situation.	3	5				
6. The workshop increased my general knowledge of the topic.	4	2	1	1		

COMMENTS:

- I better understand our (CSUBL) transition services program.
- Less time on legislation for my personal information would have been helpful.

Part II

1. What parts of what you learned in the past two days are you most likely to infuse and teach? Why?

   - A few of the instructional strategies--guided notes, etc.
   - The concept of transition services for our vocational teacher certification courses. The Americans with Disabilities Act of 1990 for my courses in administrative studies, especially for business and industry HRM personnel
   - The overheads and guided notes will be very useful to me--mainly the information on laws, characteristics of persons with disabilities, and transition material.
   - Guided notes--to help students.
   - Overheads relative to IDEA.
   - Teaching strategies to share with teachers during inservice and also preservice.
   - Instructional strategies--these are applicable to all students not just those with special needs.
   - The methods and instructional strategies required to address this special needs population. It is, I feel, important to provide preservice teachers with means to teach learners.

2. What parts are you least likely to use? Why?

   - Legislation--I already cover this area very thoroughly in my course.
   - Information on direct instruction.
   - Legislation--not applicable.
   - Teaching strategies.
   - In my particular situation and types of courses--the legislation.
   - Legal--the students I teach only "need to know" a cursory overview of the laws.
   - Legislation/history. Not that this content is unimportant, but it may be, I feel, dealt with to a lesser extent than methods.

3. How helpful is the guidelines and materials package? Would you like to suggest any changes in it?

   - Excellent development of overheads, guided notes--etc. I will also share with my students updated resource materials.
   - Good as is!
   - I think it's great--I can definitely use the handouts and overheads in my course.
   - Good stuff.
   - Very--thanks!
   - Seems to be very well done and will prove very useful for preservice and inservice courses.
   - Great--do handout pages in white so they can copied.
   - Wonderfully prepared and useful.

4. We will be offering this workshop in other areas of the country. What suggestions do you have for changes?

   - You did a great job! I wouldn't change a thing!
   - It's tough to say--modelling and teaching the material or content in the overheads and packet is not as important as reviewing what's in it--most of us in this workshop already

know this information and so reviewing the content was not the most productive use of our time.

- Set better time table--you seem to bite off more than you can chew. The information given was good.
- Spend more time on infusion of information into university curriculum/courses.
- More time for actual infusion discussion and practical application--for teacher educators.
- Look closely at the group taking the workshop--experts in the field should not be attendees.
- More time to present. Less attention to the specific content and more seminar style involvement.

PREPARING VOCATIONAL AND SPECIAL TEACHER EDUCATORS TO SERVE VOCATIONAL STUDENTS WITH DISABILITIES

Workshop Evaluation Summary
Honolulu, Hawaii
March 16-17, 1992

1. Why did you take this workshop?

- Directly pertains to the project I coordinate.
- I'm working on a UAP project on transition of high school students, emphasizing the option of supported employment
- To gain knowledge relevant to my UAP project on transition of youth with EH.
- Gain more information.
- To increase my understanding of issues and strategies for increasing/improving vocational preparation of students with disabilities

Directions: Please respond to each question by marking the appropriate space with an "X"	Strongly Agree		Neutral		Strongly Disagree	
	5	4	3	2	1	0
2. The workshop presenter(s) communicated his/her message effectively.	6	3				
3. The concepts presented at the workshop were easily applied to my situation.	7	1	1			
4. The information given at the workshop was current and relevant.	7	2				
5. Using the information learned from the workshop will have a positive effect on my situation.	7	2				
6. The workshop increased my general knowledge of the topic.	6	2	1			

COMMENTS:

- My response to #6 has nothing to do with your information, which was good.
- Informative and well presented.
- Nicely done! Both of you have very comfortable and effective teaching styles.

Part II

1. What parts of what you learned in the past two days are you most likely to infuse and teach? Why?

   - Basic problems and needs; legislative issues; methods/strategies; model programs; develop/modify materials; transition planning.
   - Curriculum adaptation ideas; legislative information and national resources.
   - Much of the legislative information, resources, guided notes, transition planning (as a group of providers) etc.
   - The mastery teaching concepts, e.g., guided notes. Nice sequence of legislative history.
   - To zero in on what's pertinent for each students; practical applications--because when transitioning from high school need to focus--time is to do it.
   - Transition issues--directly relevant to my project.
   - Information regarding instruction; can be used both in teaching classes and training with clients (e.g., parents).
   - Concept of guided notes--an effective way of teaching factual information. Guided notes on legislation, setting/selecting appropriate objectives, modifying instructional materials.

2. What parts are you least likely to use? Why?

   - Definitions and characteristics--already had this information.
   - Hands on suggestions for special needs modifications in the classroom.
   - Instructional strategies--not directly involved in teacher training.
   - Legislative issues--clinical and will put more emphasis on treatment based on referral rather than mandate. I'd also need to see more data on the guided notes before I would consider implementing. I have some methodological concerns regarding presented data.
   - Explanation of transition planning process--because of existing materials.

3. How helpful is the guidelines and materials package? Would you like to suggest any changes in it?

   - They are excellent!
   - The set up of materials in the guided notes format was very effective in getting the information learned.
   - Very helpful package--love that we were able to work with it, but also have "clean" pages for duplication when instructing.
   - It is very useful to me, since I cover basically the same information in my courses.
   - Thought the guidelines were clear and concise. The workshop was well organized and informative for someone (me!) who is "new" to the area
   - Haven't really had time to absorb the materials to comment at this time.
   - Very helpful--overheads, etc. can be photocopies and used (for me, especially legislative history).
   - Very helpful.

4. We will be offering this workshop in other areas of the country. What suggestions do you have for changes?

   - Gear instructional information to audience's need. It was useful to my needs, but for others it did not pertain to their needs.

- Really would help if the vocational education persons were included. I'd love to interact and understand their needs, limitations, hesitancies, and suggestions for cooperation.
- Great stuff!
- Within time frame (1 1/2 days) time is an element, and cannot offer any suggestions.
- Fine the way it is--well-paced, comfortable, interesting discussion.

- Add a couple of hours to allow for more discussion.

APPENDIX E

FOLLOW-UP SURVEY

Dear Participant:

We are conducting a survey of everyone who participated in the workshops entitled "Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula." A list of the workshop locations is provided on page 3. As one of the workshop participants, we would like you to read the questions presented on this form and answer them as completely as possible. The information gathered through your (and others') responses will help us to determine the effectiveness of the two-day workshops and will be used as part of our Year III final report to the U.S. Department of Education, Office of Special Education Programs.

For your convenience, this survey is self-contained in this document and can be mailed by refolding and stapling so that the name and address of the Center on Education and Training for Employment is on an outside fold. The surveys are prestamped so no postage is necessary. Just complete the few questions presented, refold and staple the survey, and drop it in the mail. We appreciate your effort and timely response to this survey, as we are dedicated to quality outcomes for this project as well as the cost-effective operation of it. Please return this survey by **June 30, 1992.**

Name (optional): _____ University: _____

Posititon Title: _____ Content Area: _____

PART I:

Instructions: Estimate the number of students who received instruction during the year in which instruction was given for each of the following objectives. Also, please indicate the titles of the course(s) and/or inservices in which you infused the material for each objective. You may need to refer to your workshop notebook to complete this section (e.g., to review transparencies and handouts).

Objectives	Title of Course(s) and/or Name/Date of Inservices Infused	Number of Students Served YEAR 1991, 1992, 1993*
1. Describe the basic problems and needs related to the vocational preparation of students with disabilities	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
2. Explain the historical and legislative issues that relate to vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
3. Explain characteristics of the major disability categories (by federal definition).	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
4. Describe model programs for vocational students with disabilities throughout the United States.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
5. Identify national resources that provide free or low-cost information or literature related to the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____

*Anticipated

Objectives	Title of Course(s) Infused	Number of Students Served YEAR 1991, 1992, 1993*
6. Identify sources that publish or distribute materials for the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
7. Identify appropriate objectives for the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
8. Develop/adapt appropriate assessment procedures for the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
9. Develop/modify instructional materials for the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
10. Develop/modify instructional strategies appropriate for the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
11. Monitor/evaluate the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
12. Identify appropriate accommodations for the vocational preparation of students from specific disability categories.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____
13. Explain the transition planning process for the vocational preparation of students with disabilities.	_____ _____ _____	1991 _____ 1992 _____ 1993 _____

PART 2:

1. Following is a list of teaching aids provided for each of the program objectives. Please indicate importance of this information and material to your implementation program.

Information/Material	Very Important	Important	Somewhat Important	Not Important
Suggested Teaching Strategies	☐	☐	☐	☐
Instructor Notes	☐	☐	☐	☐
Guided Notes	☐	☐	☐	☐
Handouts	☐	☐	☐	☐
Transparencies	☐	☐	☐	☐

2. The following is a list of topics addressed by the program objectives. Please indicate the importance of each of these topics to your infusion efforts

Topics	Very Important	Important	Somewhat Important	Not Important
Basic problems and needs	☐	☐	☐	☐
Historical and legislative issues	☐	☐	☐	☐
Characteristics of major disability categories	☐	☐	☐	☐
Model programs and other material resources	☐	☐	☐	☐
Teaching worthwhile objectives	☐	☐	☐	☐
Assessment procedures	☐	☐	☐	☐
Strategies for modifying materials, instructional strategies, and accommodations	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐
Transition planning	☐	☐	☐	☐

3. Please select one to three objectives that were the focus of most of your infusion efforts and write comments about the content, strategies, etc. that would have implications for future infusion efforts.

Indicate Objective:	Comments:
_____	_____
_____	_____
_____	_____
_____	_____

WORKSHOP LOCATIONS

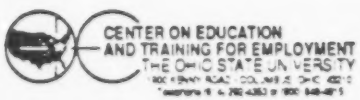
University	Dates	Local Site Contct Person
Eastern Michigan	February 21 - 22, 1991	Jerry Jennings
Rutgers University	June 20 - 21, 1991	Annell Simcoe
Kent State University	August 22 - 23, 1991	Donna Richmond
University of Hawaii at Manoa	March 16 - 17, 1992	Robert Stodden
California State University at Long Beach	March 19 - 20, 1992	Len Albright Gary Greene
University of Colorado at Fort Collins	April 6 - 7, 1992	Nancy Hartley Jeanne Lehmann Mary Kay Woodward

BEST COPY AVAILABLE

4. Any final comments or recommendations about the inservice, the materials, or the project in general.

THANKS FOR YOUR TIME AND COOPERATION.

PLEASE FOLD AND STAPLE



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APPENDIX F

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APPENDIX G

PRODUCT EVALUATIONS

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Telex: 9102505950
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PRODUCT REVIEW EXCHANGE

Product Title: Serving Vocational Students with Disabilities Guidelines for Infusing Preservice Voc • SpEd Curricula

Target Audience: Vocational • special educators, teacher educators

Reviewer: Debra A. Neubert Ph D. Date 7-2-92

Instructions: Please review and critique the attached product using the criteria presented on page 2 of this form. The wording of some of the criteria may not precisely fit the product you are reviewing, and you are encouraged to interpret the criteria as appropriate. Summarize your comments about the strengths, weaknesses, and recommendations for improving the product one pages 3 and 4 of this form. The following instructions are provided to assist you in conducting a high quality review that will be useful in revising the product and preparing the final draft.

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(4) Write your comments in ink. Type if possible.

(5) Please complete and return this form and the product with your marginal comments to:

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~~For your review to be used, it *must* be postmarked no later than . Your observation of this deadline will be appreciated.~~
~~Thank You.~~

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CRITERIA Please rate the product on each of the categories identified below by checking the appropriate rating.	RATINGS *Release as is*	*Minor revisions needed*	*Major revisions needed*	*Don't release*
A. SCHOLARSHIP				
The content is-				
1. accurate	☐	☒	☐	☐
2. up-to-date	☐	☒	☐	☐
3. systematically researched and developed	☒	☐	☐	☐
4. focused on essential subject matter	☒	☐	☐	☐
5. complete in its references	☐	☒	☐	☐
B. COMMUNICABILITY				
The material presented includes-				
1. an informative overview and synthesis	☒	☐	☐	☐
2. a logical flow of ideas/concepts	☒	☐	☐	☐
3. a consistent format	☒	☐	☐	☐
The language is-				
4. grammatically correct	☒	☐	☐	☐
5. clear and understandable	☒	☐	☐	☐
C. USEFULNESS				
The information presented is-				
1. practical for application	☒	☐	☐	☐
2. relevant to user needs	☒	☐	☐	☐
3. complete in itself	☐	☒	☐	☐
4. adaptable to different settings and audiences	☒	☐	☐	☐
5. capable of extended utility	☒	☐	☐	☐
D. EQUITY				
The language used-				
1. encompasses both sexes	☒	☐	☐	☐
2. avoids derogatory references to any groups/agencies	☒	☐	☐	☐
The product represents-				
3. different minorities and special needs groups through examples	☒	☐	☐	☐
4. nonstereotypic roles and occupations	☒	☐	☐	☐
E. MARKETABILITY/APPEAL				
The product has-				
1. an appealing title	☒	☐	☐	☐
2. an attractive layout and graphics	☒	☐	☐	☐
3. a reasonable length	☒	☐	☐	☐
F. OTHER REVIEW CRITERIA				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐

OVERALL QUALITY	Excellent	Very Good	Good	Fair	Poor
	☐	☒	☐	☐	☐

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MAJOR STRENGTHS

MAJOR WEAKNESSES

See attached

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RECOMMENDATIONS FOR IMPROVEMENT. Please indicate the priority of recommendations as follows:
A = essential/must do; B = important/should do; C = relevant/nice to do.

- See attached

Reviewer Signature Debra A. Poulsen **Title** Associate Professor

Institution/Organization Department of Special Education, Univ. of Maryland

Address 1308 Benjamin Bldg, College Park, MD 20742

Phone 301-405-6466 **Date** 7-2-92

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Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula

Major Strengths

Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula is a well organized manual that should be very effective in assisting teacher educators and staff development personnel in vocational and special education infuse needed information on vocational education and transition planning for students with disabilities. While materials were developed in the 1970's to promote similar cooperative efforts between vocational and special education, this is the only updated resource manual (e.g., legislation, terminology, resources) that I am aware of. As such, it should be valuable to practitioners training personnel in preservice settings and in inservice training sessions in local school settings. In addition, the set-up of the manual (handouts, transparencies, suggestions for infusion) is easy to use. The resource sections are excellent with current information that should assist practitioners modify vocational instruction, accommodate special needs learners in the vocational classroom and workplace, and plan for students to transition to employment opportunities.

Major Weaknesses

Several of the objectives (e.g., Objective 7, 8, 20) cite language from the Carl D. Perkins Vocational Education of 1984 (Section 204) which needs to be updated with language from Section 118 of the Carl D. Perkins Vocational and Applied Technology Act of 1990. This should be easy for the authors to accomplish since some of the information is already contained in Objective 2: Explain the Historical and Legislative Issues.

Most of the topics use guided notes (along with transparencies) for lecturing - it would have been nice to vary the format a bit more, possibly with selected readings on specific topics or additional group activities.

Recommendations for Improvement

Editorial comments are written directly on the manual and are marked with a pink tab at the top of the page. The following specific recommendations for improvement are marked (A) essential, (B) should do or (C) nice to do.

p. 20: In the section "For more information": there are lots of resources (vocational assessment manuals, etc). How did you select these resources? B

Information on how to obtain the videos which are cited in manual is also needed to complete some of the activities. A

p. 34 for Objective 2: you may want to emphasize that Section 504 & 503 (Rehab Act) dealt with programs receiving federal funds and that the Americans with Disabilities Act broadens this to include private employers/businesses C

I've included a list of legislative mandates (from Neubert and Moon chapter) that may be helpful in this section and my handout on P.L. 98-199 C

p. 62: The definitions from the 1976 voc ed legislation need to updated - the 1990 Perkins amendments state A

> "the term "individual with handicaps" means any individual who is an individual with any disability (as defined in section 3(2) of the Americans with disabilities Act of 1990)"

taken directly from Section 502 [Definitions] of P.L. 101-392

p. 82: you may want to mention that TASSP identifies exemplary vocational programs annually with abstracts/information available to educators (see notes on this page for contact address) C

p. 90-91: The editor of <u>The Journal for Vocational Special Needs Education</u> has changed from Schloss to Gary Meers - the information is available in the front of the journal. Also if you include NAVESNP in this section I'd put it under AVA and then add DCD and the journal <u>Career Development for Exceptional Individuals</u> under CEC). This is a great resource section!! A

p. 102: Several objectives regarding notification of parents, assessment, instructional support, & transition services are cited from Section 204 of the Carl D. Perkins Vocational Education Act of 1984 and need to be updated from the1990 amendments Section 118 (for example, notification of parents now extends to opportunities in voc ed, specific courses, requirements of courses, employment and placement opportunities) A

On **p. 225** add Perkins language (section 118 (c) 1 and 5) concerning transition (i.e., provide guidance, counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities; assist in fulfilling the transition service requirements of Section 626 of the IDEA). A

p. 107: Under Objective 8: Identify the Basic Types of Assessments Needed for Vocational Students with Disabilities: I'd emphasize that there are many methods, models, and personnel associated with assessment in vocational education. I'd point out upfront that assessment is useful and needed: B

1. before placing a student in voc ed - to assist in determining interest and aptitude and determining curriculum modifications, instructional modifications and support services needed
2. throughout voc ed (CBVA concept) to assist in monitoring and evaluating student progress and interest
3. as student exits school system to update and develop transition plans

Objectives 8-12 are very interrelated and I think they need a general introduction, for example, CBVA could be mentioned under Objective 8 and then explained in more detail in the later objective. B

You may want to consider a resource list here since you identified one assessment manual on p. 118 - I've included references from an article by Neubert & Leconte with a partial list of vocational assessment and support manuals C

p. 151 : somewhere you need to address the fact that in many places there are vocational support/resource personnel to assist vocational teachers adapt/modify curriculum (for example, the DVI model in Wisconsin and VRE model in Missouri) Also Section 118 in the 1990 amendments states that educators must A

"provide supplementary services to students who are members of special populations, including, with respect to handicaps

(a) curriculum modification
(b) equipment modification
(c) classroom modification
(d) supportive personnel
(e) instructional aids and devices

p.260 There seems to be alot of handouts under this objective. C

p. 280 For your information, I've included a model that was developed in Maryland to follow-up special needs vocational education graduates and then provide transition services to individuals in need of continued of support (Neubert, Leney, Rothenbacher, & Krishnaswami article). C

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PRODUCT REVIEW EXCHANGE

Product Title: Serving Persons with Disabilities in Vocational Education: Training the Teacher Trainers (Guidelines for Integrating Vocational and Special Education Curricula)

Target Audience:

Reviewer: Michelle Sarkees-Lewiensky Date 7/6/92

Instructions: Please review and critique the attached product using the criteria presented on page 2 of this form. The wording of some of the criteria may not precisely fit the product you are reviewing, and you are encouraged to interpret the criteria as appropriate. Summarize your comments about the strengths, weaknesses, and recommendations for improving the product one pages 3 and 4 of this form. The following instructions are provided to assist you in conducting a high quality review that will be useful in revising the product and preparing the final draft.

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F. OTHER REVIEW CRITERIA				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐

OVERALL QUALITY	Excellent	Very Good	Good	Fair	Poor
	☒	☐	☐	☐	☐

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MAJOR STRENGTHS

1. This guide is DRASTICALLY needed in preservice vocational education certification courses. Many of our industry-based students (trade and industrial, technology education) students lack even basic general education courses. Yet, they will be serving large numbers of students from special populations in their courses.

2. The infusion process allows teacher educators to insert important information relative to serving students with disabilities in existing courses. It is a much more holistic approach, as not all of our preservice students enroll in our vocational special needs course.

3. Introduction section is succinct and powerful. It will enable a solid rationale to be established prior to infusing specific information regarding methods of serving individuals with disabilities in vocational education.

4. Handouts with Instructors Notes will be extremely useful in focusing on major issues and points.

5. Transparencies are EXCELLENT and will facilitate multiple infusion of content in a variety of certification courses. They will also serve to strengthen collaboration among teacher educators in a specific department relative to teaching the content of the guide ACROSS certification courses.

6. The list of national resources is one of the most comprehensive compilations I have seen. Coupled withthe suggested " Homework Activity " this should provide instructors with relevant, updated resources to assist them in their programs.

7. Accommodations suggestions (Objective 16, page 177) is EXCELLENT.

MAJOR WEAKNESSES

1. Update legislative impact in Introduction section to highlight Carl Perkins Vocational and Applied Technology Education Act (1990) and the Individuals with Disabilities Education Act.

2. Sections discussing any legislative mandates/assurances should quote Carl Perkins Act (1990) and Individuals with Disabilities Education Act. (See specific notes written in sections and on transparencies).

3. Some of the recommended timeframes presented to cover the objectives are not realistic in terms of THOROUGHLY presenting the concept to vocational instructors and allowing them enough time to apply the concepts to their programs/curricula.

RECOMMENDATIONS FOR IMPROVEMENT. Please indicate the priority of recommendations as follows: A = essential/must do; B = important/should do; C = relevant/nice to do.

A. ESSENTIAL

1. Update Carl Perkins (1990) and Individuals with Disabilities Education Act focal points in Introduction section and throughout Instructors Notes and transparencies. (e.g., Recruitment section, p. 102; Assessment section, p. 108)

2. If updated, current information is not presented regarding the 1990 Perkins Act, not only will VOCATIONAL educators be "turned off" (by the fact that past mandates are being stressed rather than current ones) but special educators may develop an incorrect perspective of what needs to transpire to meet the needs of students with disabilities in vocational programs. It may, in fact, cause confusion, miscommunication and barriers.

B. IMPORTANT

1. Look closely at suggested timeframes for presenting material. (See specific notes in individual sections)

Reviewer Signature Michelle Sarkees-Wircenski **Title** Professor
Institution/Organization University of North Texas
Address PO Box 13857, Denton, TX 76203
Phone (217) 545-2431 **Date** 7/6/92

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